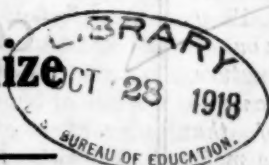


# The American TEACHER

OCTOBER, 1918

**Americanize**



**The Salary Question**

**A War Policy for Teachers**

**From the Locals**

**Democracy in Education  
Education for Democracy**

# A Peoples' War

**A**T every turn of the war we gain a fresh consciousness of what we mean to accomplish by it. When our hope and expectation are most excited we think more definitely than before of the issues that hang upon it and of the purposes which must be realized by means of it. For it has positive and well-defined purposes which we did not determine and which we cannot alter. No statesman or assembly created them; no statesmen or assembly can alter them. They have arisen out of the very nature and circumstances of the war. The most that statesmen or assemblies can do is to carry them out or be false to them. They were perhaps not clear at the outset; but they are clear now. The war has lasted more than four years and the whole world has been

drawn into it. The common will of mankind has been substituted for the particular purposes of individual States. Individual statesmen may have started the conflict, but neither they nor their opponents can stop it as they please. It has become a peoples' war, and peoples of all sorts and races, of every degree of power and variety of fortune, are involved in its sweeping processes of change and settlement. We came into it

when its character had become fully defined and it was plain that no nation could stand apart or be indifferent to its outcome. Its challenge drove to the heart of everything we cared for and lived for. The voice of the war had become clear and gripped our hearts. Our brothers from many lands, as well as our own murdered dead under the sea, were calling to us, and we responded, fiercely and of course.

The air was clear about us. We saw things in their full, convincing proportions as they were; and we have seen them with steady eyes and unchanging comprehension ever since. We accepted the issues of the war as facts, not as any group of men either here or elsewhere had defined them, and we can accept no outcome which does not squarely meet and settle them.

—From President Wilson's Fourth Liberty Loan Address, New York, September 27, 1918.

Teachers of America! Let us do our part in the great struggle by teaching world democracy and by interpreting correctly the Peoples' War to the younger generation. In so doing we shall strengthen the hand of our great leader.

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# The American Teacher

Entered as second-class matter, February 21, 1912, at the Post Office at New York, N. Y.; under the Act of March 3, 1879. Published at 70 Fifth Avenue, New York.

Vol. VII., No. 8

OCTOBER, 1918

One Dollar a Year

## Americanize

**N**O more serious task devolves upon the men and women left in charge of the children in our schools than that of Americanizing the rising generation.

This task involves much more than teaching anthems and flag salutes; much more than teaching the colloquial and the lives of national heroes; much more than loyalty and "good citizenship." For all of these things are taught to the children in Prussia; and by all accounts, quite as thoroly as we can hope to do ourselves.

The task is much larger and more difficult. It involves nothing less than training a generation in ideals and conduct becoming a democratic world. Nothing less will do. It means setting a new measure of personal success, a new standard of national honor, a new vision of human destiny. It involves the complete eradication of the cant and hypocrisy of our mercantile moralities; the complete destruction of master and servant relationships, with all of their byproducts in fraud and brutality and exploitation and degradation.

The task cannot be evaded. The spirit of the peoples engaged in the war is resolved upon a democratic peace, a peace that will truly make the world a decent place for human beings. The people will no longer tolerate an arrangement whereby the shrewd and the unscrupulous may dominate the rest of us; and the people look to America to show the new way. The people will no longer submit to either the Prussian or the Manchester interpretation of "the struggle for existence," and the American schoolmaster must teach the new meaning of human relations.

Bonds bought by teachers is real sacrifice.  
Buy!

## Budgets

**O**NE of the educational factors that is being vitally influenced by the world war is the educational budget. A bulletin of the U. S. Bureau of Education published in April, 1918, states that colleges and Universities, because of the falling off of private donations, tuition fees and increased cost of coal and labor, find themselves with serious deficits on their hands. Unless some means are found to assist these educational institutions to weather the financial crisis confronting them, they will have to close their doors.

The war has shown the vital need of education as no other event has. There is but one way to meet the problem, and that is thru complete national and state support and control for all educational institutions. How can we have present day economics taught and democracy encouraged in higher institutions of learning if they are largely dependent for their support upon donations of those who are really opposed to democracy both in government and in industry. If higher education is worth while, if it is for the benefit of the nation, then the nation should pay for it. What say you, fellow workers?

## Shibboleth or Principle

**D**R P P CLAXTON, in urging boys and girls to prepare for teaching, said: "As the war continues and as the cost of living increases, and the demand for services of the kind teachers can render grows larger, the numbers of teachers leaving the schools for other employment will become still greater, and this tendency is likely to continue long after the war is over unless the salaries of teachers should be increased

far beyond the present average. How are their places to be filled? By trained or by untrained teachers?"

Boards of Education! Your answer to Commissioner Claxton's query will prove conclusively whether your cry "All for Democracy" is a shibboleth to catch the favor of an unthinking public or whether it is a principle which you believe in enough to make every possible sacrifice to attain it. Let your answer be in the spirit of the courageous and inspiring French who advise you to "conserve, endure taxation and privation, suffer and sacrifice, to assure those whom you have brought into the world that it shall be not only a safe but a happy place—for them." Why not, then, try to make it a happy place for the teachers who cheerfully sacrifice all to make the world a happy place for your children? Oh, men of power! Think well and long before you answer the query.

## The Worm Turns

**D**R ANNA HOWARD SHAW advises the teachers that the most patriotic duty they can perform is to stick to their jobs and teach patriotism to the youth of the land. What splendid and original advice! How illuminating to the profession! One need not be a deviner to realize that Dr Shaw is not a teacher trying to live on the munificent salary of \$600 to \$1,200 annually at a time when eggs are 80 cents a dozen, milk 15 cents a quart, meat 42 cents a pound, shoddy suits \$30, newspapers 2 cents, lunch 40 cents, and dinner \$1.

Undoubtedly teaching is the noblest of professions even tho the remuneration does not show it. No doubt that teaching American ideals to future American citizens is an inspiring occupation even tho those who are engaged in that sublime task get little or no consideration or respect from their superiors. But, granting all that, how can one expect a teacher to live on the nobility of his calling or the idealism he is trying to inculcate in the young? Will nobility or idealism

feed four hungry children and clothe four naked little bodies? Will they provide the teacher with necessary medical care, reading, recreation or culture? Will they compensate him for the mental stagnation, lack of respectable appearance, loss of spirit or for the scorn of the "so-called" superiors? No, they will not and must not! Too long has the teacher stood for noble words and empty stomachs! Too long has the teacher endured mental stagnation in order that the poor taxpayers might not land in the poor house! Too often have they been saved from being laid to rest in a potter's grave by the kindness of friends in order to live true to the false professional ideals of their calling! The day of reckoning is dawning! The day of awakening is here! And what, fellow teachers, has helped to bring about this remarkable change? The war!

The college graduate who has toiled and sacrificed to get an education which will fit him to inculcate patriotism in the youth of the land now sees to his utter astonishment his own graduates earning more than he. He sees ignorant mechanics riding in their Fords while he must go to work in shoes that have seen better days and that have earned a place in the refuse heap. He reads such illuminating advertisements as the following:

Teachers—Three good teachers of at least five years experience wanted; salary \$12 to \$15 weekly; training school or college graduate preferred.

And a few spaces below he notes with surprise the followng:

Pile Drivers and Carpenters wanted; pay \$60 per week or 85 cents per hour; double pay for overtime and triple pay for Sunday. Apply to ———, Philadelphia, Pa. Think of it! \$3,000 annually and no education required! \$3,000 annually and the power to decide the conditions of labor. \$3,000 annually and the respectful consideration of the employer! Moreover, he sees ignorant, grasping, calculating business men growing enormously wealthy while he, serving his country nobly, grows ever poorer, ever more emaciated, ever shabbier. In short, he sees everybody Getting while he is continually



Giving and Sacrificing and getting in return—What? Words, more words, and still more words!

Citizens of America! Don't push the teachers too far! Don't ignore the fact that teachers are human and must live just as ordinary workers do. Don't hand out words of advice and superior wisdom to people trained to do that. Don't talk of nobility of profession or the need for inculcating patriotism. Don't advise us to stand by our guns to the last. Tell us this and only this—Henceforth, you shall have a living wage, shall receive respectful consideration and the right to help determine the conditions under which you labor. Tell us that or remain silent!

## The Indignity of Teaching

THE disgrace of being a teacher lies not in the low compensation, not in the low esteem accorded by the Prominent Citizens, not in constant association with immature minds. It lies in the necessity of working always under the direction of superiors for whom you can have no respect. That is to say, it lies in the serious menace to your own self-respect. But for this menace teachers are themselves largely to blame. We accept this condition rather than assert ourselves in the only way our civilization permits; we accept this condition rather than assert ourselves as members of the class that works for a living; we accept this condition in return for a false reputability, for a misbranding as ladies and gentlemen.

## The Salary Question

THE sad plight of the stationary salaried and woefully underpaid teacher has at last outraged the dignified leaders of our idealistic profession to such an extent that this material question played a prominent part in the deliberations of our most eminent and respected educational body—the

National Education Association. Lotus D Coffman, dean of the School of Education in the University of Minnesota, said: "If we are to maintain present efficiency salaries must be increased 33 per cent. If we are to improve at all, salaries must be increased 100 per cent."; while President Swain, speaking for the Committee on Salaries, reported that the average salary of teachers in 1915 was \$543, while that of the railroad men was \$1,020, since increased to \$1,428, the minimum wage on which a family can exist. He felt that the cure for this deplorable situation was the creation of a national department of education and the national appropriation of \$100,000,000 to aid the states to raise the salaries of teachers. To achieve these ends he requested an appropriation of \$10,000. Is it any wonder that Margaret Haley, one of the organizers of the first teachers' union in America, arose to say that \$10,000 looked to her like thirty cents? While we approve the recommendations of President Swain, we feel they are worthless as far as securing salary increases for teachers now or in the immediate future.

The solution of the salary question lies not with Washington but with the teachers of America. Why have skilled laborers received from three to six increases since the inauguration of the war? Was it because they were eminently respectable in appearance or in the presentation of their case? Was it because their employers were philanthropic or just or both? No! It was because the workers had confidence in their strength and the justice of their cause. Their confidence is the result of their unions which forced their employers to recognize the fairness of their claims. Hence victory, justice and temporary harmony.

The teachers of America cannot win salary increases unless they, too, force their employers, thru efficient unionization, to see the justice of their cause and their power to make them grant necessary salary increases. Witness the remarkable achievement of the New York teachers who after two years of agitation forced the Board of Education to such liberality that they granted a temporary

bonus of \$5 monthly to some, \$8 to others and nothing at all to those earning over \$1,500! Would they have thus dared to trifle with 20,000 teachers organized into a union? Force is still the quickest means by which salaries are at present increased. All other eminently respectable means having failed to bring about adequate salary adjustments, will the teachers have the courage to use potential force that comes with unionization? Or will they let their eminent respectability reduce them to actual starvation from which so many of them are now saved by their holding of two positions, thus depriving themselves of the necessary recreation and culture which are indispensable to good teaching?

The war has developed another means of settling industrial disputes,—governmental mediation thru arbitration boards on which workers and employers are equally represented. A similar body can be selected to settle all disputes arising between teachers and their official superiors but that would imply a recognition of the teachers as thinking individuals and of the principle of democratic school administration. That is something which the boards of education or trustees will no more willingly agree to than did the industrial autocrats who succumbed to the force of the Federal Government—a force reluctantly exerted to save the nation in the greatest crisis that ever confronted it. It will need the force that comes with the unionization of teachers to compel our educational autocrats to give us salary increases commensurate with the increased cost of living and decent representation on boards of education and school boards and councils.

## Educational Salvage

**F**ROM the industrial and educational viewpoint, one of the greatest problems brought up by the war is the treatment of the disabled soldier. At first our war enthusiasm and gratitude for our fellow townsmen who fought so valiantly against the Hun, will no doubt manifest

themselves, and the disabled soldiers feted and made much of, will temporarily forget their incapacity. In time, our war enthusiasms will cool and grim reality displace our war idealism and fancies. The war hero will then see himself as he is, human wreckage with nothing but a pension and a care-worn family to console him for the sacrifice of wealth, position, ambition and health. Black despair will then seize him. He will eventually become an embittered man destined to live, but often longing to die.

In order to prevent not only what had hitherto been regarded as an unfortunate but unavoidable catastrophe, the government, with its enthusiasm tempered by sanity as well as sentimentality, determined not only to do all it should for its disabled, but also that the disabled shall do all they can for themselves. Its policy was incorporated in the Smith-Sears Vocational Rehabilitation Act which was signed by the President on June 27, 1918.

The law, with its \$2,000,000 appropriation immediately available, empowers the Federal Board for Vocational Education to establish schools where disabled soldiers and sailors shall have their capabilities analyzed by experts; where they shall be guided as to the selection of a skilled occupation which shall not only fit their needs but also provide for steady and remunerative employment; and where they shall be given the necessary training and when trained be placed in positions. The act further provides that those taking the rehabilitation courses receive a monthly compensation equal to the amount of their monthly pay for the last month of service.

This great work of reconstruction is not only the product of a nation's gratitude for its heroes but also the embodiment of sound business principles. Skilled labor has always been in demand and will be so to even a greater extent after the war when labor will be scarce because of the tremendous war losses and because the ravages of war will have to be gradually replaced. By training these disabled soldiers we not only meet an urgent economic need but also transform dependents and hopeless men into self-respecting, ambitious, skilled workers who will

add greatly to the productive wealth of the nation instead of detracting from it.

In this work of rehabilitation the teachers and the general public can, according to our governmental experts in charge of this work, play a vital part. Disabled soldiers must not be spoiled by being pampered. They should not be allowed or encouraged to feel that they have been permanently incapacitated and are therefore a government charge. On the contrary, friends and relatives of the disabled should emphasize the fact that altho they had rendered a great service to their country in the war, they can still render an equally great service not only to their country and their families but to themselves as well by taking advantage of the opportunities offered by the Smith-Sears Act to become capable, efficient and self-respecting citizens. It cannot be too strongly impressed upon them that in many cases an even greater career lies open to them. That this is not an exaggeration is evidenced by the fact that so many men are square pegs in round holes whereas, under this act, they will be placed by experts into callings for which they are especially fitted and trained, so that the war, for many, will prove a blessing in disguise! How well this is being done in France, Belgium, Great Britain, Italy, Germany, Austria-Hungary, Canada and other countries is admirably set forth and illustrated in Bulletin No. 15 published by the Federal Board of Vocational Education.

One of the redeeming features of this war is that it has taught the world that the disabled men and women, like many wrecks, can be salvaged. After this war shall have been won and its human wrecks salvaged, what will the government do with its rehabilitation schools with their specially trained teachers and remarkable equipment? Scrap them?

Unfortunately, we are living in an age that produces wealth for sale rather than for use. Things are made not because they properly satisfy human needs, but because they bring a profit to the producer. To secure large profits vigorous men and women in the prime of life and growing healthy children are sacrificed to the patron saint of the Profiteer.

In the past these unfortunate wrecks of an inhuman economic system have been discarded to become public charges or family burdens. Only recently some states are forcing employers to contribute partly to the support of their injured employees. Yet, not a state in the union has seriously endeavored to solve the problem of rehabilitating the wrecks of an industrial system that enthrones greed in place of humanity! Now that the war has shown the way, shall we lag behind? Why not enlarge the scope of the Federal Board to include the wrecks of industry as well as those of war?

The disabled soldiers of industry are far more numerous than those of war, are daily increasing in numbers, and, like the poor, we are destined to have them with us as long as the present economic idealism lasts. Are the sacrifices of the worker any less for the public welfare than those of the soldier? Are not the soldiers of industry as important as the soldiers of war? If the latter are to receive just consideration at the hands of the nation, why not the former?

Teachers, yours is the task of sharpening a dulled public conscience concerning its duty to those hitherto neglected soldiers of industry who have been maimed because our present profit system regards human life as cheaper than life-guarding machinery.

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## The American Teacher

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Democracy in Education      Education for Democracy  
Published monthly, except July and August by

THE AMERICAN FEDERATION OF TEACHERS

at 70 Fifth Avenue, New York City

HENRY R LINVILLE, *Editor*

ABRAHAM LEFKOWITZ, *Business Manager*.

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At the time of expiration, a bill will be found in the copy. Subscribers are requested to give prompt notice of changes in address.

Remittances should be made in postal money-order, express order, draft, stamps or check (New York exchange).

SUBSCRIPTION PRICE, ONE DOLLAR FOR THE YEAR—  
FOREIGN, \$1.10.

## A War Policy for Teachers

BY "A WELL-KNOWN PUBLICIST"

A MONTH ago the newspapers told us that Great Britain was spending \$25,000 a minute to carry on the war, and then that this country was spending half as much again. \$37,500 a minute; \$18,000,000,000 a year! We spend it willingly, we spend it gladly. We have long been told that the best goods are the cheapest in the end. They wear better. We want a peace that will wear, a lasting peace. One that will not run. We want it backed up by the other party to the deal. We mistrust him just now. The stockholders in the corporation may be all right at heart, but the head of the business and his assistants have been caught in some nasty transactions. So we are talking in large figures. A billion this way or that way is of little consequence as long as we get what we want. And we are going to get it.

Let us think a minute. For many years the budget system has been one of the policies upon which the political parties were willing to stake their claims to office. And the budget system in its essentials involves an estimate of the relative worth of the projects upon which the government intends to spend its money—the people's money. The head of the family says to the other head of the family, "We can buy that car this year or we can move into a larger house, but we cannot do both." The family moves into a larger house. Next year he says, "We can buy that car this year or we can send Willie to college, but we cannot do both." Willie goes to college and the family walks. And the family will continue to walk until the car overshadows in importance every other want of the family or the total income increases.

We have been evaluating education for many years, and from the point of view of the national government (measured at least in terms of appropriations) the schools have been much in the position of the car that the family never got. One may easily point to the millions spent upon education as a refuta-

tion of the charge, but on the other hand one may as easily point to the millions of people who never got any education or who got only a meager fraction of the education which they would have got had they had the opportunity. And opportunity means in the last analysis money, both to support the educational institution and the individual attending it. Some of these conditions are becoming painfully apparent now. We are teaching thousands to read and write. Think of it, thousands of able-bodied men between the ages of twenty-one and thirty-one cannot read or write. Many cannot even understand enough English to obey simple military commands. We are teaching them. We need mechanics and machinists. We are teaching them. We have always needed them, but we allowed them to learn by the trial and error method. These are immediate war needs which have to be met without delay. How many minutes a day, at \$37,500 a minute, are we giving to them?

But these needs are utilitarian. Anybody can see them, understand them, and provide for them. Let us get down to the real purpose of the war: Democracy. Freedom. Civilization. Self-determination. Those are some of the things *we* are fighting for, and nothing could be more worth while fighting for. We believe in those things and a great President has made them articulate for us. Because I do not think that all of us in this country or among our Allies feel the full significance of these ideals that I venture to suggest that a few of these valuable minutes be devoted to an important sector on our political front. When accredited representative of one of our Allies, an Ally with a King, says that "democracy is a political condition which has no direct connection with any particular form of government," I should like to know what he means. And I should like the growing children of the land to know what he means, and I should like them to know that in this



country democracy has a direct connection with the form of government. Well, there I have revealed my military secret. That important sector is our own educational system. But I want one or two more shots at some of those enemies within.

Representatives of several foreign countries have expressed the thought that self-determination is a fine policy, but it must be taken with a grain of salt. In just those words. And they go ahead to prove that while it is an excellent principle for others it really cannot be applied to the particular piece of the earth which they (the speakers) desire. Now does that mean that when the war is drawing to an end and the manhood of this country is spread out in blotches over the fields of France, that they are going to turn to President Wilson and say, "We know you talked about self-determination, but of course we understood all along that you did not mean it for us. Besides, you know that the common people must always have high ideals presented to them to make them fight well"? I should like self-determination made something very real to our boys and girls. In other words, there are tremendous problems which must be solved by teaching growing youth all that there is to know about them. I must take for granted that this is realized, for I would speak more particularly of the necessity of applying our war aims to the problem of getting the teachers to do the teaching.

That teachers are scarce and are growing scarcer is well known by this time, and to those who are genuinely interested there is no doubt that the one remedy susceptible of immediate application is the raising of salaries. That has become an axiom, a *sine qua non*. However, such an admission can be wrung from the lowliest, or the wealthiest taxpayer, because he forthwith asks you where you are going to get it—meaning the money. The tax rate has been raised to the breaking point. That may or may not be true, but let it pass. I do not know whether or not our children should be broken before the taxpayer, as such. Assume the tax rate at the breaking point. Is there any money available to raise

the teachers' salaries?

There are two problems to be solved where money is involved. One is how to get it and the other is how to get rid of it. This is not flippant. On the same day that the papers told us of the value of modern minutes, July 31, to be exact, the *New York Times* made editorial comment upon the efforts of the Finance Committee of the House of Representatives to apportion the huge impost of taxes necessary to finance the war. In lieu of an excess profit tax the paper proposed a universal sales tax on the ground that it would be of wide incidence and would produce great revenue. "The House prefers to harass wealth rather than to raise revenue, esteeming that a sure road to popularity. Wealth does not dare to say a word in defense, lest a worse thing should happen to it." "Excess profits," do not excess profits mean profiteering? Shall we condone profiteering in spite of our high ideals? Shall we not harass wealth? Only life? Does the drafted soldier speak of himself as being harassed? And what is this worse thing which may happen to wealth? The soldier may die. But that is his sacrifice. He is placed upon the roll of honor.

The *Times* continues, "There is no objection to excess profits if the production necessary to profits is not hindered. But there can be little increase of production without increase of plant, and increase of plant is made expensive if there is a discriminating tax on undistributed profits." Now we get the clue. Wealth must not be harassed (altho thru a universal sales tax of wide incidence, poverty may), and a tax must not be placed upon it if it interferes with profits and is expensive. In other words, says Wealth, "We want democracy, we want freedom, and all that, but we do not want it if it is expensive, or if we have to make a sacrifice."

Now let us turn over the news columns of the same day. We find that the United States Steel Company declares an extra dividend of three per cent besides its regular quarterly dividend of one and a quarter per cent, and all this after laying aside enough money to anticipate the excess profits tax which it ex-

pects the Government to levy. This is a seventeen per cent profit, and since the United States Steel Company is doing nothing but government work, every cent of it comes from the pockets of the people, from Liberty Bonds, which in time the people themselves will have to repay, while they who hold the bonds get only four and a quarter per cent on their investments. Now, would it be harassing wealth or would it kill productivity (considering the fact that the Government guarantees continued production) to hold the corporation to the same profit as the man who holds the bond?

We talk of making sacrifices. Well, suppose the stockholder of the United States Steel Company sacrifices forty of those sixty-two millions of profit, leaving a fair profit of between five and six per cent. Those forty million would equal the educational budget of the city of New York and if applied in that one city alone would double the teachers' salaries. The finest teaching talent in the world could be commanded and one million children, constituting the nation's second line of defense, could be magnificently trained along the lines that Wilson has set forth.

Of course, there are many more than these forty million to be obtained on the same terms from other companies benefiting from the war, and there is no necessity of raising salaries one hundred per cent or of favoring any one locality. But the conclusion is unescapable that if some persons are making a great deal more out of their investments in the war (the mere phrase "investment in the war" seems horrible, yet it expresses the truth) there should be an equalization of the return, and if there is a weak spot in our defense, it should be strengthened.

Now we have the money. How are we to get the teachers? War activities are luring teachers from their profession. Are we to lure them back and thus deprive war activities of their workers? Shall we not be doing the same thing for which manufacturers have been condemned—stealing help from each other? Precisely. Let us turn to another column of the same paper. The Government will begin to control the hiring of labor thru-

out the United States. Men will be placed where they are needed and taken from regions where they are in excess. There is to be no compulsion. A workman may or not work where he pleases, but he will be kept informed of the opportunities. Employers may not advertise for labor, but must get it thru Government agencies. There is likelihood that skilled labor will be dealt with in the same way. Why not skilled teachers? If the welfare of the country, of each and all of us, is bound up one in the other, why should not the question be viewed in the broadest possible way? Wages must be arbitrated on the basis of strikes or else a minimum wage must be set on the basis of the cost of living, and that minimum must be as flexible as the cost of living. Something must be done and undoubtedly will be done for the morale of the nation and there is every reason why the teachers should be included in the general plan. The objection that they should not be considered in the same class as labor falls to the ground when the doctors are considered. They are necessary for the winning of the war, and they have been or are about to be mobilized. Why not the teachers?

Among the million other fallacies that this war is exposing is that of the inability of the teacher to do any other work than that of teaching. If it were true it would be a sad commentary on our educational organization. It would be preposterous to suppose that the men and women who introduce boys and girls to life should be unable to live it themselves. Teachers can and do go into other professions and make good. I believe that the majority who engage in teaching do so for the love of the work, not because they can do nothing else. Like the British Tommy, they grouse about it, but after all, they love it. The supposed rare skill of business people is a snare and a delusion. There are just as many incompetents among them and they make just as many mistakes. The man or woman who can *successfully* conduct a class or a school can *successfully* conduct a business. It must be remembered that those who sell and must have genius for money making do not make up a large per cent of those in business.

There are thousands of executive positions that require the same tact, efficiency and human sympathy that make the successful teacher.

There is one way to handle the problem of the school teacher and that is to treat it as a live problem, one just as live as any connected with the war. Make the Commissioner of Education a cabinet member. Give him power to act in establishing minimum standards. Make him a member of the War Labor Policies Board. We have too much talk about the nobility of the profession and the sad plight that it is in. We don't just talk about coal and wheat and shells and ships. We have action and we are able to get it because the country is at war and there is no time for delay. Well, the country is at war and the children are at war and the teachers are at war and talk does not do them any more good than it does the soldiers. So let us have action. President Wilson was a school teacher and none can know better than he the power to be wielded or to be lost thru the schools. To talk democracy and freedom and civilization while the schools are disintegrating is to court disaster. If we are to win the war let us win it for all it is worth. That means to make that sector of the front marked Education impregnable.

### American Education

The American public educational system is facing the first grave crisis in its history. There have been other pedagogical storms, but they have all blown over. Great battles were fought over the introduction of natural science into the public schools, over the separation of history and civics, over the substitution of modern languages for ancient tongues. And yet all these were trivial matters in comparison with the issue at hand today. Now the public schools are face to face with a real task—the task of preparing millions of boys and girls for citizenship in a changing world of rising democracy. It is one thing to teach the principles of citizenship in a static society where nothing changes and all is settled forever, where the village priest performs the ancient rites, the housewife cards her wool, and the peasant plods about his weary tasks with scythe and flail. It is another thing

to prepare for citizenship in a progressive democracy with staggering domestic and foreign problems, the decision of which must at last come home to the judgment of the people. Democrats, Republicans, Socialists, Presbyterians, Catholics, Poles, Swedes, and Yankees can let the village teacher use anybody's text in arithmetic or in Latin; but what about the texts that deal with the vexing issues of American life? Can pupils be prepared for democratic citizenship by arithmetic, grammar and Latin? By texts in history and civics that do not mention labor unions, strikes, the woman movement, poverty, farmers' alliances, nonpartisan leagues, the I W W, single tax, Socialism, municipal ownership? Are these dreadful things to be mentioned in the presence of the children of the nation? Or, if mentioned, to be condemned, praised, or even given a fair hearing? Prepare for citizenship? Yes, and fill the schools with social dynamite? Or are the children to be prepared by memorizing the Constitution of the United States and the Declaration of Independence? Does that prepare, important as it may be? Since the millions never go beyond the grade schools, must they venture out into a changing world with no knowledge of the burning issues which men and women face there? Must they learn their lessons first at the flaming forge of life where men beat out the weapons for the struggle for existence? Shall there be no historical background, no consideration in the school room in advance? We put this question squarely to perhaps the leading "educator" in America and he answered like a shot, "No controversial subjects should be taught in our public schools." And yet a few nights later the same educator announced with a straight face that the first task of the public schools was the preparation of the millions for citizenship. Strange contradiction—nothing controversial must be considered in our schools, and at the same time children must be prepared for citizenship in a democracy where even the foundations of social economy are in controversy, whether we like it or not. This is the real crisis. The public schools will either serve the forces of science, scholarship, moderation, open-mindedness, or—like the universities—they will shuffle and trundle along after a civilization that is made in spite of them. The choice is with the teachers. Have they the courage of initiative and leadership?—*The Dial*.

### Bright

Bright? What do you mean, Miss Simpkins is bright?

Oh, she always reflects my brilliant remarks.

# The Trade Union Movement Among Librarians

TILLOAH SQUIRES,

*President, Library Employees Union of New York*

**L**IBRARIANS throughout the country, like teachers, have had numerous organizations for many years. For example, there is the American Library Association, a national group, organized in 1876, and now prominently before the public through its extensive book campaign for army camps, the Tri-State Library Association, comprising the states of Pennsylvania, New York and New Jersey. In almost every state there are state organization of librarians and various local clubs. In New York City the two most widely known groups are New York Library Club and the Special Libraries Association.

These organizations seem to have been formed chiefly for cultural and professional purposes, and for the most part have appeared to consider any agitation in the economic field to be both unbecoming and undignified. At least there has been little or no organized action in that direction and the result has been that this branch of public education, important tho it is, ranking second only to the universities and the public schools, has been for years underestimated and consequently undeveloped and underpaid. There has developed a strong belief among librarians and their assistants, due no doubt to the attitude of library authorities, to whom the great mass of librarians always look for leadership and initiative in all phases of their work, that an effort on their part to obtain better salaries would be frowned down as unprofessional, and even insubordinate.

To meet this situation and attempt to take an intelligent and active part in the control of their working conditions, the librarians in the City of New York organized the Library Employees Union and in May, 1917, obtained a charter from the American Federation of Labor. This was the first trade union of librarians to be formed in the United States.

All librarians and library assistants in the Public, College and general business libraries of Greater New York are eligible to membership. There are about 2,500 librarians in New York City, of these 2,000 are employed in the three large public systems, and 500 in the business, school and settlement libraries.

The Librarians Union, though formed but a short time ago, has lost no time in beginning an active campaign to increase salaries and improve conditions of work in libraries. One of the first steps was to call the attention of the public to the general situation.

Three months ago New York Librarians welcomed the Boston Library Employees Union, also affiliated with the American Federation of Labor. Boston and New York are now looking forward to the formation of the "American Federation of Librarians."

It might not be amiss to say a word about the attitude of many librarians who we may characterize as having "arrived" in the profession, and who are not so keenly aware of the high cost of living as their less fortunate fellow workers. The two leading library periodicals greeted the announcement of a trade union among librarians by misconstruing the meaning or spirit of unionism which usually exists among the would-be professional classes. That I may not appear to overstate I will quote a few lines from *Public Libraries*, July, 1917: "Now comes this last movement of organizing library employees into a labor union—one of the most far-fetched ideas of improvement possible. As usual, the names of the prime movers in forming this labor union suggest no previous contribution to betterment, either of service or personal equipment in library work and doubtless their ideals of the benefit of the labor union has to do with the improvement solely of their own pecuniary situation, with scarcely a thought of what their contribution



may be to the betterment of the labor conditions in their environment—a situation which is already the bane of labor unions generally today. . . . No right-minded librarians can possibly favor this latest move for self-assertion as a creditable effort in library service."

The *Library Journal*, under the same date, says: "If Union principles should be followed to their logical result, union members of a library staff might decline to serve with non-union members, or to circulate books and periodicals not bearing a union imprint, or to work in buildings in which the bricks had been made or laid by non-union workers. This is distinctly in contrast with what we know as the library spirit, and would indeed separate the unionized workers from their professional fellows. An endeavor some months ago to unionize authors thru the Authors' League came to nothing because the leading authors felt that authorship was a profession rather than an industry." Thomas L. Montgomery, Librarian of the Pennsylvania State Library, and late president of the American Library Association, in a recent letter to our organization says: "While I am writing to you I cannot express to you more appropriately my disappointment at the formation of any such association as you have attempted. In the first place, there is no discrimination made against employees in our profession. There is no similar work where women stand higher or are paid in proportion to their services in the same way. The forming of a trade union in such a profession unquestionably lowers that profession in the eyes of the public. I am not, of course, in any way denying your right to do anything you choose. I would be the last person in the world to persuade that such a course was unwise. I am simply saying this as my view of the matter." Chas K Bolton, Librarian of the Boston Athenaeum, writes in the *Library Journal*, June, 1918, in commenting upon the action taken by our fellow librarians in Boston: "It has from time immemorial been the rule among professional men and women that an organization to advance wages is unprofessional and undignified."

The librarians' union recently wrote to the Chief of Circulation Department of the New York Public Library for permission to hold a public meeting in an auditorium of one of the branch libraries. These auditoriums are frequently used in certain types of community or civic work.

The Acting Chief refused our request on the following grounds: "It has been customary to grant the use of branch library buildings for the holding of public meetings only in the case of local or neighborhood organizations which have no headquarters of their own. It has not been considered proper or possible to furnish meeting places or headquarters for societies or associations which cover a wide territorial field like the entire City of New York, especially when such organizations have quarters of their own where meetings are held at regular intervals. Such having been our policy in the past, I do not feel authorized to grant your request."

Dr C C Williamson, late Librarian of the New York Municipal Reference Library, points out in a very able article in the September issue of the *Library Journal*, with the significant title "The Need of a Plan for Library Development," what librarians could do for themselves and the profession. Dr Williamson, though not at present in the profession, and for that very reason able doubtless to use a freer hand in indicating certain of our weak points, seems to me to imply that our so-called professional and cultural groups have been quietly sleeping on the job. His message is certainly a very timely and worthwhile one. "If we really believe that library service has any future worth while, why do we not plan for it?" he writes. "Why are we so loath to try experiments, to initiate new methods, to subject our processes and results to acid tests. . . ." No library association, in spite of years of bemoaning the backwardness of most states in library development, has ever taken the trouble to frame and adopt a model library law—the statutory basis of an efficient state library system—the cost would be nothing—a little imagination, a little spirit of co-operation, a little hard work—and the thing is done." Of the schools Dr

Williamson writes as follows: "Library school facilities in general are inadequate to meet the need for a trained personnel in the higher ranks. The existing schools are doing good work, tho perhaps their courses are not flexible as they should be in view of the great diversity of requirements in the positions which graduates are called to occupy. . . . It is evident that the capacity of existing schools is not equal to the demand. Schools must be enlarged, others established and training by other methods provided." "The responsibility," he concludes, "rests squarely upon the profession and cannot be shifted. This is a situation which we could accept with complacency if there were not reason to suspect that the library profession has a pretty low average of initiative."

I have endeavored to sketch very briefly a few of our problems and a little of the surrounding "atmosphere" with which our Union has to struggle. The solution will come I believe when librarians, like "teachers, learn that fundamentally their interests are one and that to protect them they must organize as one—Union," as you say in your fine little magazine, THE AMERICAN TEACHER.

## A Success in Democratic Education

**N**OTWITHSTANDING the number of young men who have enlisted or been drafted for military service, the New York School for Printers' Apprentices opened its doors on September 30th with a good enrolment and prospects for another successful year.

The coming year will be the seventh in the history of this unique school, which was launched in 1912. It is managed jointly by Typographical Union No. 6 and a group of employing printers, and occupies quarters in the Hudson Guild Settlement at 436 West 27th St., New York.

The course of study, which is open to registered apprentices afternoons and evenings, includes practical work in type composition, advertising and layouts, together with educational courses in grammar, spelling, punctuation and proof reading.

The value of the apprentices school, which is conducted on a co-operative, non-profit-making basis, is attested by the increase in the attendance from a mere handful of students in 1912 to nearly 400 last year. It is planned to add other departments of the printing trade to the curriculum and thus make the school a model for the entire country, with a view to encouraging the establishment of similar institutions in other printing centers.

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### This is the Official Organ of the

#### American Federation of Teachers ORGANIZED APRIL 15, 1916

Affiliated with the American Federation of Labor  
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1620 Lake Avenue, Wilmette, Ill.

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## From the Locals of the American Federation of Teachers

### THE FEDERATION OF WOMEN HIGH SCHOOL TEACHERS OF CHICAGO

**T**HE Federation of Women High School Teachers of Chicago sends greeting to **THE AMERICAN TEACHER** as it makes its first appearance under the new management. Those of us who attended the Convention also feel moved to say how much we enjoyed meeting the rest of you who had the same privilege. Nothing in the three years and more of the Federation's existence has so heartened us for the long campaign ahead. It was inspiring to meet so many others that had seen the "vision." Now, thru the columns of **THE AMERICAN TEACHER**, we are to become better acquainted with one another's problems and their solution. It will certainly be very interesting and tend to unite us more closely.

One of the most valuable assets of this Federation is its co-operation with the Women's Trade Union League. We are fortunate in having the National Headquarters here, as well as one of the most influential locals in the country, a local that ranks high in the Illinois Federation of Labor, in the State Federation of Women's Clubs, and among the civic organizations. Those of us who have been active workers in the League have come into association thru it with Mrs. Raymond Robins, Mary McDowell, Agnes Nestor, Alice Henry, Emma Steghagen, a pioneer with the Knights of Labor, and many fine young women who are forging to the front.

Mrs. Robins and Miss Nestor spend much of the time in Washington, the latter representing women workers on the Woman's Committee of the Council of National Defense. Mrs. Margaret Snodgrass Harding, former corresponding secretary of the American Federation of Teachers, is Miss Nestor's executive chairman in Washington, where Professor Harding is editing the Red, White

and Blue Books. Miss Mary Anderson, of the Chicago League, is assistant to Miss Van Kluck, and Elizabeth Christman, of the Glove Workers, is newly chosen by Frank P. Walsh as National Investigator of the National War Labor Board, headed by Mr. Walsh and Mr. Wm. H. Taft.

The presence of so many officers of the Chicago League in Washington will go far to make the new Washington League strong and enable it to assume soon the greater responsibilities arising from its location.

It is the importance of the Chicago League in all its affiliations with organizations of working women and with clubs co-operating, that gives large significance to "the fifth annual conference of women trade unionists of Chicago and vicinity, which was held at the Bowen Country Club, Waukegan, Ill., Sept. 27, 28 and 29." Who can measure the value of "three days of concentrated, earnest thought upon the questions of interest to women workers in these momentous times?" The Women High School Teachers sent three delegates. Sunday, the last day of the conference, visitors were invited.

One of our members has been on the executive board of the Chicago League for two terms, another is official speaker on "Mrs. Robins' Committee" on Women and Children in Industry of the State Council of Defence, while three have taught in evening classes organized by the League and have secured also the services of friends outside the Federation as teachers.

We urge our fellow-federationists everywhere not to miss the breadth of view and the solid purpose to be gained by active work in the Women's Trade Union League. It is not enough that your union affiliates. Join as an individual and lend a hand! If your town has no League, help to organize one.

LYDIA J. TROWBRIDGE,  
President, The Federation of Women High School Teachers of Chicago.

## Chicago Salary Increases

C. C. WILLARD,

Chairman of Finance Committee, Chicago  
Federation of Men Teachers

THE long fight of the organized high school teachers of Chicago has achieved a considerable measure of success. The Board of Education recognized the justice of the teachers' claims, and during the summer adopted the appended schedules dated back to the beginning of January, 1918. The majority of the Board also admitted the absurdity of a seventeen-year schedule, but were unable this year both to grant the absolutely essential increases and to shorten the schedule to twelve years. That is a development which we are still working for with reasonable hope of early success.

The immediately urgent thing is the securing of legislative relief from Springfield for our restricted school revenue. The Juul Law, under which Chicago has struggled long, limits the educational tax levy to \$1.20, while in every other Illinois city it is \$1.50. (In both cases this is exclusive of the \$1.50 levy for school buildings.) The last legislature refused the usual million dollar increase in the state distributive fund on the ground of war retrenchment. The country is coming to realize that regardless of the unanticipated total to which war expenditures are mounting, education is an even more fundamental necessity in time of war than in time of peace, and we expect careful consideration and fair treatment of the schools at the approaching session of the Legislature. The educational forces of the state are advocating a bill to permit boards of education to levy an additional \$1.50 for high school purposes, as is now done in those districts in the state where they have consolidated district high schools. If this relief is granted by the State Legislature the boards of education of the cities of Illinois will be able to grant much needed salary adjustments.

We are also very glad to report the success of the long campaign of the Chicago Teachers' Federation for increased salaries for elementary teachers—particularly the raising of their intolerably low minimum, and the

final enforcement of their maximum which was promised when their twelve year schedule was adopted, but has been hitherto a mere paper maximum.

The schedules themselves make further comment unnecessary.

### SALARY SCHEDULE FOR HIGH SCHOOL TEACHERS, CITY OF CHICAGO

Adopted July 17, 1918

To date from January 1, 1918

Year	General Certificates		Limited Certificates	
	Former Salary	New Salary	Former Salary	New Salary
1	\$1,100	\$1,200	\$1,100	\$1,200
2	1,210	1,315	1,155	1,257.50
3	1,320	1,430	1,210	1,315
4	1,430	1,545	1,265	1,372.50
5	1,540	1,660	1,320	1,430
6	1,650	1,775	1,375	1,487.50
7	1,760	1,890	1,430	1,545
Upper Group				
8	1,870	2,005	1,540	1,660
9	1,980	2,120	1,650	1,775
10	2,090	2,235	1,760	1,890
11	2,200	2,350	1,870	2,005
12	2,310	2,465	1,980	2,120
13	2,420	2,580	2,090	2,235
14	2,530	2,695	2,200	2,350
15	2,640	2,810	2,310	2,465
16	2,750	2,925	2,420	2,580
17	2,860	3,000		

### Language, Household Arts, Commercial

Year	Former Salary	New Salary
1	} Same as Limited Certificates	
2		
3		
4		
5		
6		
7		
	Upper Group	Upper Group
8	\$1,485	\$1,602.50
9	1,540	1,660
10	1,590	1,717.50
11	1,650	1,775
12	1,705	1,832.50
13	1,760	1,890
14	1,870	2,000

### SALARY SCHEDULE FOR ELEMENTARY AND KINDERGARTEN TEACHERS, CITY OF CHICAGO

Adopted by the Board of Education, June 5, 1918  
To date from January 1, 1918

Year	Lower Group		Grammar	
	Old	New	Old	New
1	\$675	\$775	\$700	\$800
2	725	825	750	850
3	775	875	800	900
4	825	925	850	950
5	875	975	900	1,000
6	925	1,025	950	1,050
7	975	1,075	1,000	1,100



	Upper Group			
8	1,025	1,125	1,050	1,150
9	1,075	1,175	1,100	1,200
10	1,125	1,235	1,150	1,260
11	1,235	1,355	1,260	1,380
12	1,355	*1,475	1,380	*1,500

\* This maximum was adopted on Feb. 18, 1914, to go into effect on Jan. 1, 1916. Its enforcement was suspended on Dec. 29, 1915.

## The Washington Salary Fight

ARGUMENTS PRESENTED BY THE GRADE TEACHERS' UNION OF WASHINGTON, D. C.

The Hon J Walter Smith,

Chairman, District Sub-Committee,  
Committee on Appropriations,  
United States Senate.

My Dear Mr Smith:

As the accredited representative of the Grade Teacher's Union, I wish to respectfully submit to you and to your committee arguments in favor of a \$1,000 minimum for all teachers of the District of Columbia in place of the \$750 minimum as now appears in the District of Columbia Appropriation Bill, page 38, lines 23, 24, 25, and page 39, line 1.

Since 1906, when the present salary schedule was made effective, the value of the dollar has shrunk to 50 cents, or, according to some estimates to as little as 33 1/3 cents, so that substituting a \$1,000 minimum for the present \$500 is partially restoring the value of the dollar.

The \$750 minimum proposed by the House Bill is not sufficient to maintain a teacher at any approximate maximum efficiency. In view of the fact, that \$50 a month (\$600 a year) will only meagerly cover the living expenses, that in addition \$3 a month (or \$36 a year) must be paid for carfare, leaving only \$114 per year to cover clothes, professional work, doctors and dentists bills, books, lectures, recreation, vacation, etc., it is easily seen that no teacher can live properly and decently and conserve her strength for teaching on so small a wage as \$750.

Teaching is not an art that can be acquired once and for all time. A teacher must be continually spending her salary to keep herself efficient enough to earn it. Study, some travel, a broader experience than can be obtained with a salary so low as to forbid the refinements of life are essential. Expense budgets gathered from a large number of teachers, many of whose salaries reached \$1,000, showed 60% of teachers in debt—40% doing work other than teaching to meet actual expenses—one hospital experience wipes out a teacher's entire savings.

The Government realizing the high cost of living in Washington is paying \$1,100 and \$1,200 to clerks, some of them with less than a grammar school education, many without a high school education. This sort of thing is stripping the teaching profession of its new material. Young women with the character and qualifications to make good teachers, for economic reasons cannot afford to spend years of training in High and Normal schools when six months of stenography and typewriting fit them to earn a higher salary. It is not safe at the present crisis to allow the already trained and well equipped teacher to withdraw from her chosen profession. Thousands are doing so all over the United States; their places are being filled by unprepared and inexperienced recruits. In our own city this has happened to an alarming extent.

When Congress in the recent Deficiency Bill placed the Public Schools on the same basis as governmental establishments and prohibited teachers being transferred to other departments it safeguarded to some extent the loss to the schools of the well equipped teacher—but now private business concerns are beginning to offer better salaries than the schools and in order to raise her own economic standing and meet the present conditions of life the teacher will undoubtedly accept these better paid positions.

Teachers are also beginning to seek employment outside of Washington and by another year it is feared the schools will be crippled to a greater extent than at the present time.

The teachers of Washington in asking this

consideration of the National Congress wish to add that their efficiency has been attested by the endorsement of practically every civic organization in the city, by the hearty endorsement of the Labor Federations, by the National Education Association, by the National Woman's Trade Union League representing thousands of women.

We trust that the reasons here given are strong enough to enlist your interest and that in consideration of this matter you will realize that the welfare of the Public Schools of the nation are at stake. Are we not running the risk of a fatal blunder if we allow the exodus of teachers to other industries to continue? We are at a crisis—can a Democracy afford to save on its schools and withhold the promotion of the basis of its national growth?

Very respectfully yours,

MAUDE E AITEN,  
Chairman Legislation Committee,  
Grade Teachers Union.

## Labor Behind New York Teachers' Salary Increases

**A**T the meeting of the New York Central Federated Union held on September 27, 1918, Delegate Lefkowitz of the Teachers Union of the City of New York "was privileged (quoting the Report of the C F U) to discuss the teachers' salaries. He introduced the following resolution which was adopted. Copies will be sent to the Special Legislative Committee of the C F U and to the Board of Estimate and Apportionment of the City of New York":

"WHEREAS, The cost of living has been mounting skyward since the outbreak of the European war; and,

WHEREAS, The salary schedules of the teachers of the public schools of New York City have not been revised since 1912; and,

WHEREAS, The teachers of the public schools being unable to meet necessary living expenses are rapidly leaving the school sys-

tem for more remunerative private employment; and,

"WHEREAS, Such desertions at this critical moment in our history are fraught with disastrous consequences to the schools and the nation, not only because they lead to serious inroads upon the supply of teachers, but also because they tend to lower the standing of the teaching profession; and,

"WHEREAS, Organized labor has ever most zealously guarded the interests of the schools; therefore, be it

"Resolved, By the Central Federated Union of New York that the President of the Board of Education, the Mayor and the Board of Estimate and Apportionment be requested by the Secretary to make immediately every effort to increase the salaries of the teachers commensurate with the increased cost of living; and, be it further

"Resolved, That the Educational Committee of the Central Federated Union be required to appear at any public hearing on teachers' salaries in order to represent the views of organized labor as stated in the resolutions adopted by the American Federation of Labor at the St. Paul Convention.

## Courage

**T**HE war has hit the Teachers' Union a hard blow by taking so many of its splendid fighters, but its members are cheerful because their loss is the world's gain. The formation of another union local composed of all the trade teachers in the system is another great drain on its resources, but the union members still remain optimistic because their loss is unionism's gain. Moreover, during the past year the union had to struggle valiantly against the insidious attacks of its enemies and despite the number and power of its opponents, despite the inroads upon its membership made by the war and the division into two locals, its fight for democracy in the schools and for the preservation of teachers' tenure which is now greatly endangered, was such that it attracted the attention and the unstinted admiration of the

leading educators and thinkers of America. The opening of the schools found the Teachers' Union girding its loins for even a more strenuous campaign on behalf of the teachers' rights, teachers' salaries, abolition of ratings and superior merit and democracy in the schools.

The union movement, like every great movement, whether it be the desire to achieve national unity, establish scientific truth, constitutional government or universal suffrage, has had to fight the stupid and selfish reactionary or encounter the vigorous opposition of the unthinking. The courageous souls who led the forward movement of history suffered not only loss of position and prestige, but often ridicule, imprisonment, bodily harm and even death in order that truth might go marching on. Shall we unionists weaken or desert our cause? Shall we, the standard bearers of Democracy in education, falter because of persecution or petty official tyranny at a time when thousands are dying to make political and industrial democracy the possession of mankind?

#### A SONG OF FATE

*(Dedicated to the Allied Soldiers)*

Not yet the inevitable pæan—  
Who knows that glorious date  
Which nature set when life began  
And civilization dawned!  
Nor ever a savage Chant of Hate  
With which they spur the heart of slave.  
Let those by abject vassals fawned  
Point flimsy fangs of calumny  
To pierce eternal freedom's heart  
And lay its immortal spirit low—  
This is a song for freedom's brave  
Who have dared to take its part  
And vowed to kill vile tyranny  
That democracy may live.  
This is a song that true men know  
And, knowing, will not misgive—  
This is a Song of Fate . . .

Where, where are the dreams of empire.  
That drenched the world in blood  
And held the clock of progress still  
With ambition's mad desire!  
Where's Alexander, Macedonian's pride,  
Who shook the world at will;  
Great Cæsar, too, whose conquering heel  
Made many a mighty kingdom reel

And oft on royal neck has trod;  
Where's Atilla, the Scourge of God,  
And his hordes like a human flood;

And Napoleon, beloved and feared,  
Who out of chaos dominions reared,  
Who held a trembling world at bay  
And trampled on thrones with haughty stride  
Like a child with toys at play!  
Where are they all who sought their glory  
In sword and cannon and fields all gory,  
Who say no light save ambition's gleam—  
Where are they! There too a kaiser's dream.

Then fight once more, brave freemen,  
Wield sweet freedom's sword  
To save our babes and women  
And bend a tyrant's knee;  
Aim with an eye that sees no goal  
Save bleeding heart of tyranny!  
Strike once more, brave freemen,  
And make them pay the toll—  
They who seek to conquer  
With iron, blood and lies;  
Strike once more, brave soldiers,  
Cut down that savage horde  
That knows no bonds of honor  
And God and man defies;  
Strike hard, you sacred soldiers,  
Battling for human laws:  
'Tis a fight 'tween beast of jungle  
And humans it abhors!  
Fight on you sacred soldiers;  
You fight for a holy cause!

Back of each steadfast sailor  
Fighting upon the sea,  
Back of each steadfast soldier  
Fighting that the world be free,  
Stands in its radiant glory  
The spirit of liberty.  
In place of each fallen sailor  
Fallen upon the sea,  
In place of each fallen soldier  
Fallen "over there,"  
Stands Liberty with flag unfurled  
Proclaiming freedom for the world.

Then fight, imperilled freedom's soldiers  
Battling for human laws,  
Fight on, you valiant soldiers  
Wrestling the world from despot claws;  
Stand fast, you sacred soldiers,  
Fight on for the holy cause—  
Fight on and shout with every breath  
Till the world re-echoes "Liberty—  
Democracy or death!"

MORRIS ZATZ,  
Stuyvesant High School, New York.

## What They Say

### THE PRESIDENT ON MAINTAINING THE SCHOOLS

The White House  
Washington

My dear Mr. Secretary:

I am pleased to know that despite the unusual burdens imposed upon our people by the war they have maintained their schools and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools or colleges is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over. So long as the war continues there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be thru the right education of all its people.

Cordially and sincerely yours,  
Woodrow Wilson.

Hon. Franklin K. Lane,  
Secretary of the Interior.

### A Letter From the Front

ON THE WAR FOR DEMOCRACY IN NEW YORK  
"In Camp, July 28, 1918.

My Dear ———:

Thanks very much for the copy of THE AMERICAN TEACHER. I have read the case with interest [of the three New York high school teachers dismissed in December, 1917, 'for conduct unbecoming a teacher']. From the evidence I don't see how I could hang a

cat. I tried my utmost while out here in France to come to their rescue, but found it impossible. Of course, I am against anybody who in our present struggle resists the draft and is disloyal to the great cause. But I feel these men are not disloyal. I am convinced they have been railroaded because they have always stood for greater democracy in the schools. I know full well what they have fought for, and I'll stand up for them at the first opportunity.

I volunteered because I believe in democratic institutions, and maybe after the war if I am alive I shall be in a position to give my active support in the fight to democratize our schools. It's a man's fight for man's sake, and that thought ought to be sufficient reward for anybody who champions the cause.

Sincerely,

MEYER ROSENBLATT

Mr Rosenblatt is a graduate of the College of the City of New York, class of 1906. He taught in the New York elementary schools from 1906 to 1917, when he enlisted in the Eleventh Engineers Corps, United States Army. He went across in August, 1917, and fought with the engineers at Cambrai and elsewhere. He was wounded slightly in one of these engagements. While Mr Rosenblatt was a teacher in P. S. 37, Bronx, in May, 1917, he signed the protest to the compulsory loyalty pledge which was exacted of the teachers by the Board of Education of New York.—ED.

### The I W W Editorial

To the Editor, THE AMERICAN TEACHER:

Your stimulating editorial on the I W W trial leads me to suggest one thought that appears not to have been given the prominence it deserves in the discussion of the case. At bottom, the hostility felt by the general public to the I W W rests upon their refusal to confine themselves to legal means in their efforts to better their condition—admittedly in sore need of alleviation. But has the general public sought to understand the cause of the lawless spirit of the "Wobblies"?



To anyone who has lived in the I W W districts, or has informed himself on the subject, the cause is not far to seek. Most of the "Wobblies" are automatically disfranchised, because the migratory character of their work prevents them from living in one place long enough to acquire, under our present laws, the right to vote. Furthermore, many of the polling places are on the private property of large corporations—timber and mining companies—who also control the local election officials. These conditions easily lend themselves to abuse, which does not tend to increase the Wobbly's confidence in legal, political weapons in the struggle for better conditions. To me it seems that this problem is fundamental.

While we are punishing Wobblies for violation of the law, we must, if our democracy and equality before the law mean anything in practise, seek to remedy local conditions so that these migratory workers may be able to vote, to vote without intimidation and violent coercion, and with the assurance that the ballots will be counted and recorded honestly. Only then can society feel that its conscience is quite easy in dealing sternly with those who do not respect the law.

WILBUR T. STONE,  
DeWitt Clinton High School,  
New York.

## Are We Human?

To the Editor, THE AMERICAN TEACHER:

I regret exceedingly that I cannot continue my subscription to THE AMERICAN TEACHER. My salary is \$1,000 a year. I must pay out two per cent to the pension fund. I must live, pay rent, buy coal, and almost entirely support my parents, both of whom are old and sick, on the remaining \$980. I have asthma and must have medicine. No relief for Philadelphia teachers is in sight, and we are all greatly troubled over the prospects for the winter.

Philadelphia, June 22, 1918.

## From the Press

### SCHOOL TEACHERS GET WAGE RAISE PROMISE BY STRIKE IN MEMPHIS

MEMPHIS, TENN., September 19.—Three hundred public school teachers who have been on strike here since Monday for an increase in salaries, returned to their class rooms today when the board of education promised to ask the state legislature for an increase in the tax assessment sufficient to raise all teachers' pay \$10 to \$20 a month.—N. Y. Call.

### SCHOOL VICTIMS

Looking at it from the material side—which is the side from which so many of us do look at our occupations—school-teaching is the most beggarly profession in the United States. No other calling that is presumed to require anything like the same amount of training and ability is so ill-paid. No other calling that is presumed to require a considerable mental discipline and development is held in such low regard or is so little supported by public admiration. No other learned calling except the ministry is pursued under conditions that involve so much humiliation, and the minister's trials with his vestrymen or trustees are somewhat ameliorated by the fact that in very many cases he is free to take an appeal over their heads, whereas the local board of education is generally a supreme court for the teacher.

These are not flattering things to say of a nation that has been declaring for a hundred years that its hope lay in public education. But they are true.

Just now the teacher is in an exceptionally unpleasant situation. His or her cost of living has gone ballooning, like everybody else's. But on the whole there has been only a feeble response on the other side of the ledger. The result is depletion of the profession. Under present conditions especially—when nearly every other field of activity is bidding eagerly for labor of nearly ever sort—teaching looks less attractive than ever.

The less attractive it looks the more inferior the teaching force will become—inevitably. Already operating the system upon which we say the hope of the nation depends has become, for a portion of those engaged in it, a mere incidental, pin-money stop-gap between graduation and getting married.

There is danger of its becoming an accepted notion that upholding the hope of the nation is something any fairly intelligent girl can do between dances.

But of course the real victims are not the teachers. The real victims are millions of prospective citizens, particularly in the country, on whom we are palming off a niggardly swindle.—*The Saturday Evening Post*.

### AN EDITOR ON TEACHERS' SALARIES

"It is all very fine to deliver high-flown orations on the nobleness of the pedagogue's profession and his solemn obligation to put aside more alluring offers in other fields of activity, but the truth is that the average teacher who depended on the remuneration of his profession for a living would simply starve to death. If, therefore, he deserts 'the noble calling of the teacher' for the fleshpots of Egypt we may depend upon it he's hungry and wants a square meal.

"There are in the United States today something over 740,000 school teachers, and their average salary is materially less than \$600 per annum. Just think of it!

"It is safe to say that there isn't a first-class school teacher in the country who in some other work couldn't make more than twice the salary he commands today, and all of them could better themselves financially by a change."—*Editorial in the Fort Wayne (Ind.) News.*

#### LABOR LEADERS ON WAR-TIME EDUCATION

The Glove Workers' Union, both local and international, has always been, and will continue to be, most concerned as to the educational opportunities of children. I can assure you for our organization, that you have our heartiest co-operation in any matter that may enable this country to keep up our present standard of education during the period of the war. We believe that education now, and in the reconstruction period after the war, will continue to be one of our greatest assets.—*Elizabeth Christman, secretary-treasurer, International Glove Workers' Union of America.*

\* \* \*

Your letter of August 24, telling of the co-operation you have received from the central labor unions throughout the Nation, and in maintaining the public schools of the country at their full efficiency, both as to work and attendance during the war, has been received. It is your hope that this standard shall be maintained thruout the war, that is also the desire of the officers of the Illinois State Federation of Labor, and you are assured that we will co-operate in every way possible to have the central labor unions thruout the State of Illinois help to maintain the standard.—*Al Towers, acting secretary, the Illinois State Federation of Labor.*

\* \* \*

We have your welcome letter of recent date and are pleased to have our attention called to the need of watching carefully the opportunities for the education of the children during the period of increased cost in the maintenance of the schools.

We shall be pleased to co-operate with you in every way possible in this important matter. An appeal will be sent to the officers of each local branch of the Railway Mail Association and the Women's Auxiliary will also be requested to aid in the work.—*E J Ryan, president, Railway Mail Association.*

\* \* \*

I pledge myself to work for the maintaining of the public schools of our country in their work during the war.—*Frank A Byrne, secretary, Pipe Callers and Tappers' Union of Greater New York.*—*Letters to Bureau of Education, from School Life.*

## Educational or Teachers' Councils

Cleveland, Ohio, which in some respects is leading the country in educational statesmanship applied to the publicity supported schools of the city, has, with the championship of Superintendent Spaulding, recently formed an educational council for advisory purposes, on which he may and will call for aid in settling all questions pertaining to the schools. The 26 members will include principals and teachers elected by the grades ranging from the kindergartens to the normal schools.

—*Christian Science Monitor for June 27, 1918.*

IT is interesting to note that the *Monitor* regards the establishment of councils in school systems as evidence of educational statesmanship. Very fine. Superintendent Spaulding has given proof before of being an educational statesman, for he founded a similar council while he was superintendent of schools in Minneapolis. But we should like to see these councils established on the initiative of teachers themselves. That would be proof of democratic statesmanship.—*EDITOR.*

## Professors Report on Study of German

BOSTON, MASS.—A committee of the American Association of University Professors, which is called the Emergency Council on Education, announces in the last bulletin of the association, published here, its recommendations on the question of the study of the German language. The council recommends that the Modern Language Association be asked to approve a commission to consider what revision of modern language text-books is desirable with reference to national ideals and what modifications, if any, in college entrance requirements in modern language text-books is desirable with reference to national ideals and what modifications, if any, in modern languages are required by the present emergency.

By way of stating its position, the council says it recognizes that instruction in the German language has been misused in the past as a means of preserving the foreign quality of Germanic populations in the United States and as a means of general German propaganda.

It expresses, further, its belief that activities of this character should be peremptorily suppressed by the state authorities, and that instruction in German has no proper place in the elementary schools. It advises, however, that public authorities, dealing with the question of instruction in the German language in higher schools and colleges, give great weight to the following considerations:

"(1) The fundamental distinction between any language and the ideals and principles held by the nation using it.

"(2) The necessary of understanding national enemies as well as national friends.

"(3) The importance, if only as a matter of national defense, of maintaining of the most complete contact with the results of German intellectual activity.

"(4) The advantage of making it possible for future college students to begin the study of German in the high schools.

"(5) The impressive example of our allies—England and France—which for the preceding reason, and in spite of sufferings incomparably greater than our own, have maintained their instruction in German."

—*Christian Science Monitor* for July 3, 1918.

## America's Teachers

America must teach itself what Americanism is and what it is not. And the burden of doing these two things must fall in the greatest part upon the school teachers of America.

The country has come out of one phase of its national life and has entered upon another which, after all, is but the prelude to a third phase that also will be marked by many changes in the thought processes of the masses.

As a people, we have laid aside our comfortable thoughts of peace and our easy belief that nothing could happen which would array America against a foe who did not actually invade the republic's territory.

Now we are engaged in a mighty struggle to determine whether the principle of free government shall be the world's inspiration, or whether man's upward progress shall be halted by the triumph of powers that uphold the doctrines of militarism and autocracy.

Following this war, America will not take up the thread of life where it was laid aside when war was declared. New problems will confront the people, new plans in government will have to be worked out and the nation will have to be prepared for these changes.

Throughout the war, therefore, and after it has ended, the school teachers of America must train

the young to take up the burden of statecraft where this generation lays it down. They must interpret Americanism to those who, in their day, will give a new value and a new meaning to the word and the things for which it stands.—From address of Secretary Lane before National Education Association at Pittsburgh, July 5, 1918.

Statement of the ownership, management, circulation, etc., required by the Act of Congress of August 24, 1912, of THE AMERICAN TEACHER, published monthly except July and August, at New York, N. Y., for October 1, 1918, State of New York, County of New York. Before me, a Commissioner of Deeds, in and for the State and county aforesaid, personally appeared Abraham Lefkowitz, who, having been duly sworn according to law, deposes and says that he is the Business Manager of THE AMERICAN TEACHER, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit: (1) That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, American Federation of Teachers, 70 Fifth Avenue, New York; editor, Henry R. Linville, 36 Terrace Avenue, Jamaica, N. Y.; managing editor, none; business manager, Abraham Lefkowitz, Grand Avenue, East Elmhurst, L. I. (2) That the owners are: American Federation of Teachers; Charles B. Stillman, 1620 Lake Avenue, Wilmette, Ill., president; F. G. Stecker, 1618 Lake Avenue, Wilmette, Ill., secretary-treasurer; L. V. Lampson, 1336 Otis Place, NW., Washington, D. C., first vice-president. The American Federation of Teachers has 2300 members. (3) That the known bondholders, mortgages, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are none. (4) That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

ABRAHAM LEFKOWITZ,  
Business Manager.

Sworn to and subscribed before me  
this 26th day of September, 1918.

[Seal] JAMES S. HURWITZ,  
Commissioner of Deeds,  
New York City.

My commission expires February 13, 1920.

# BLESSED BE THE EUROPEAN WAR

## *Because*

- IT HAS MADE America realize that it had neglected its greatest asset—human beings—in order that profiteers might have their usual and unusual profits;
- IT has taught America that the worker has as much right as his employer to determine the conditions under which he is to labor;
- IT has made America realize that Democratic Education which puts a premium on initiative, courage, love of truth and skill, alone makes for progress and happiness;
- IT has made Americans realize that the wrecks of industry as well as the wrecks of war can and should be salvaged;
- IT has taught Americans that public utilities which cannot serve the nation best in private hands, shall do so in public hands;
- IT has taught Americans that if billions can be raised to destroy the Hun, then similar sums can be raised to give all workers a living wage, to eliminate poverty, disease, crime and other evils;
- IT has taught the world that it was not necessary to support huge standing armies to crush the most powerful exponent of militarism that has ever cursed the world;
- IT has taught America that there is something more sacred than private property—public welfare; that when the two come into conflict, the former must go;
- IT has taught Americans that men, women and children are not machines to be worked to exhaustion for the benefit of the employer, but property of the nation to be husbanded and protected with the utmost care;
- IT has made millions of human beings who are now fighting shoulder to shoulder to overwhelm Germany feel that they are brothers in a great cause, that their interests are identical and not antagonistic; that they are the producers of the world's goods and, as such, entitled to the benefit of their labor.
- IT is teaching mankind that the swords must be beaten into plowshares if a world state is to be created and peace on earth reign supreme.